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ABSTRACT

This guide is designed for use by instructors teaching a six-unit course on futures in business. Presented first is a diagram illustrating the place of the course in Manitoba's business education curriculum. The academic, personal management, and teamwork skills that have been deemed critical employability skills required of the Canadian work force are listed. A course rationale, evaluation criteria, and unit time allotments are provided. Listed next are the overall course goals and objectives of each of the course units, which cover the following topics: futures in business, business communication, recordkeeping and money management, planning for future learning, managing and retrieving information, and personal success traits/employability skills. Lesson plans are provided for each unit. Each lesson plan includes a unit goal and lists the teaching methods and resources suggested for use in accomplishing each of the unit objectives. A 15-item bibliography and 4-item resource list are included. Appended are student handouts dealing with business plans, channels of distribution, and the advantages of clear communication. (MN)

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Futures in Business

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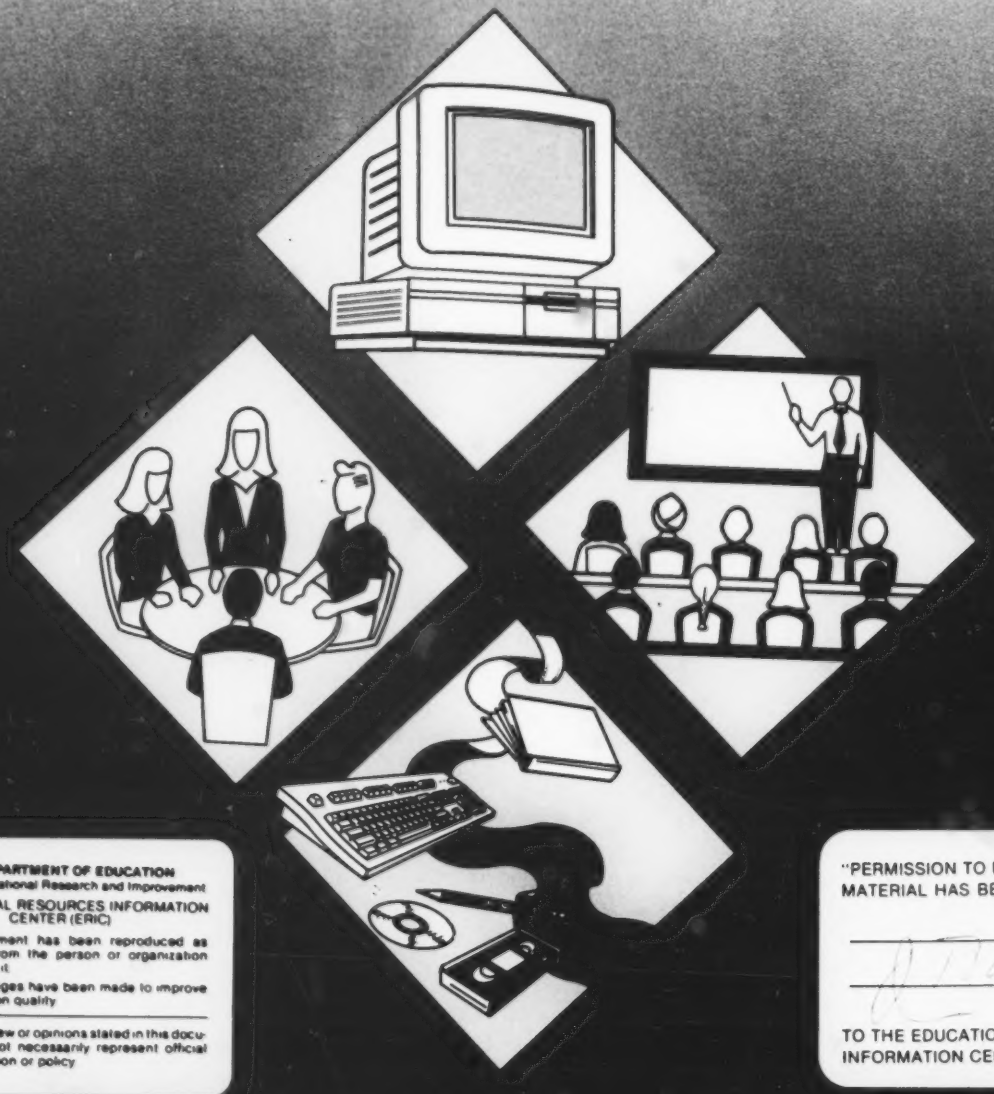

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Interim Guide

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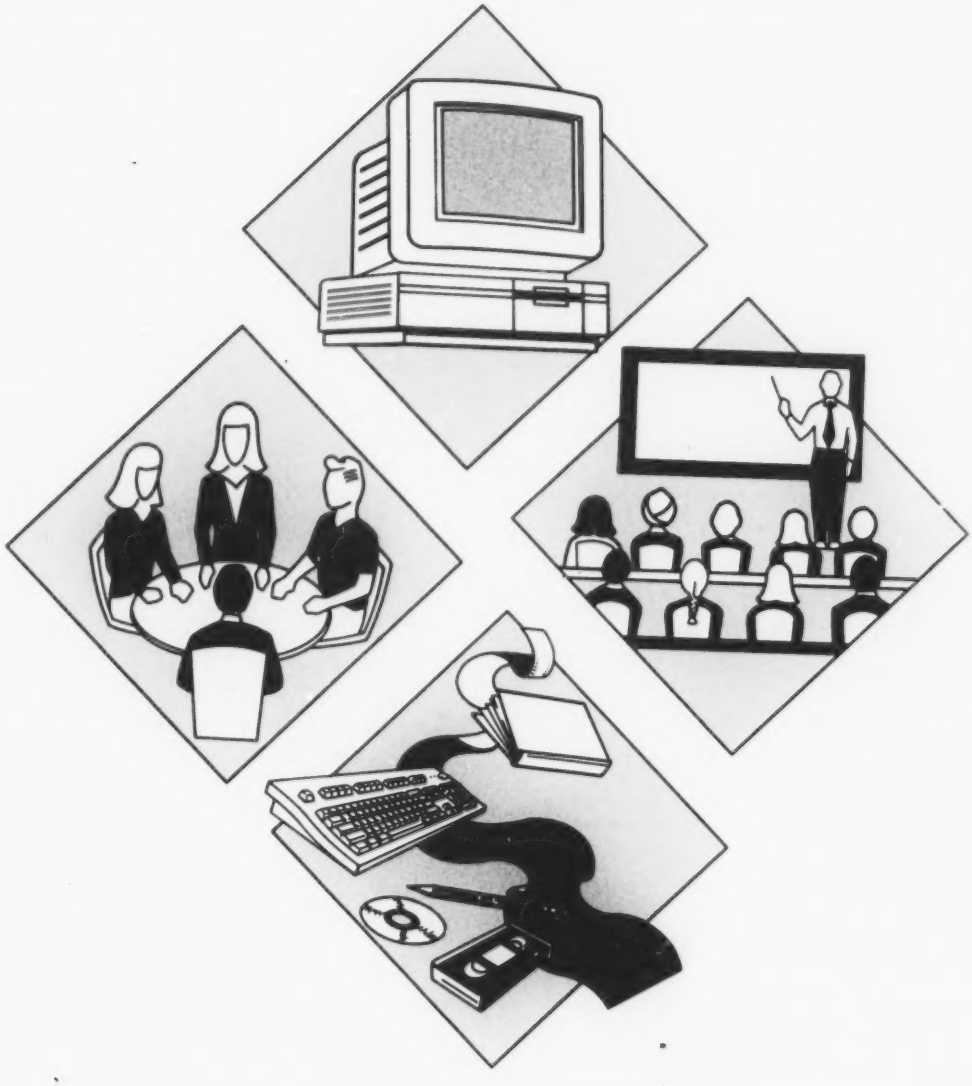
Futures in Business



Interim Guide

Manitoba
Education
and Training

ISBN 0-7711-1212-2

FUTURES IN BUSINESS (15G)

This guide replaces **Exploration of Business (10G)**, and becomes effective September 1995. The contents have been developed as part of an ongoing review of Business Education courses.

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Members of the Business Education Steering Committee are

Linda Blain, President
Manitoba Business Education Teachers' Association

Paul Cuthbert
Manitoba Education and Training

Marshall Draper
Manitoba Education and Training

Gayle Halliwell (Chair)
Lord Selkirk School Division No. 11

Edith Lyon
Winnipeg School Division No. 1

Jim MacKay
Teacher Education Department
Red River Community College

John Proudfoot
St. James-Assiniboia School Division No. 2

Jonas Sammons
Canadian Manufacturers' Association

William Vandurme
St. Vital School Division No. 6

Ben Zajac
River East School Division No. 9

Writers

Beryl Bingham
Business Education Teacher (retired)

Louise Fenwick
Winnipeg School Division No. 1

Manitoba Education and Training Staff

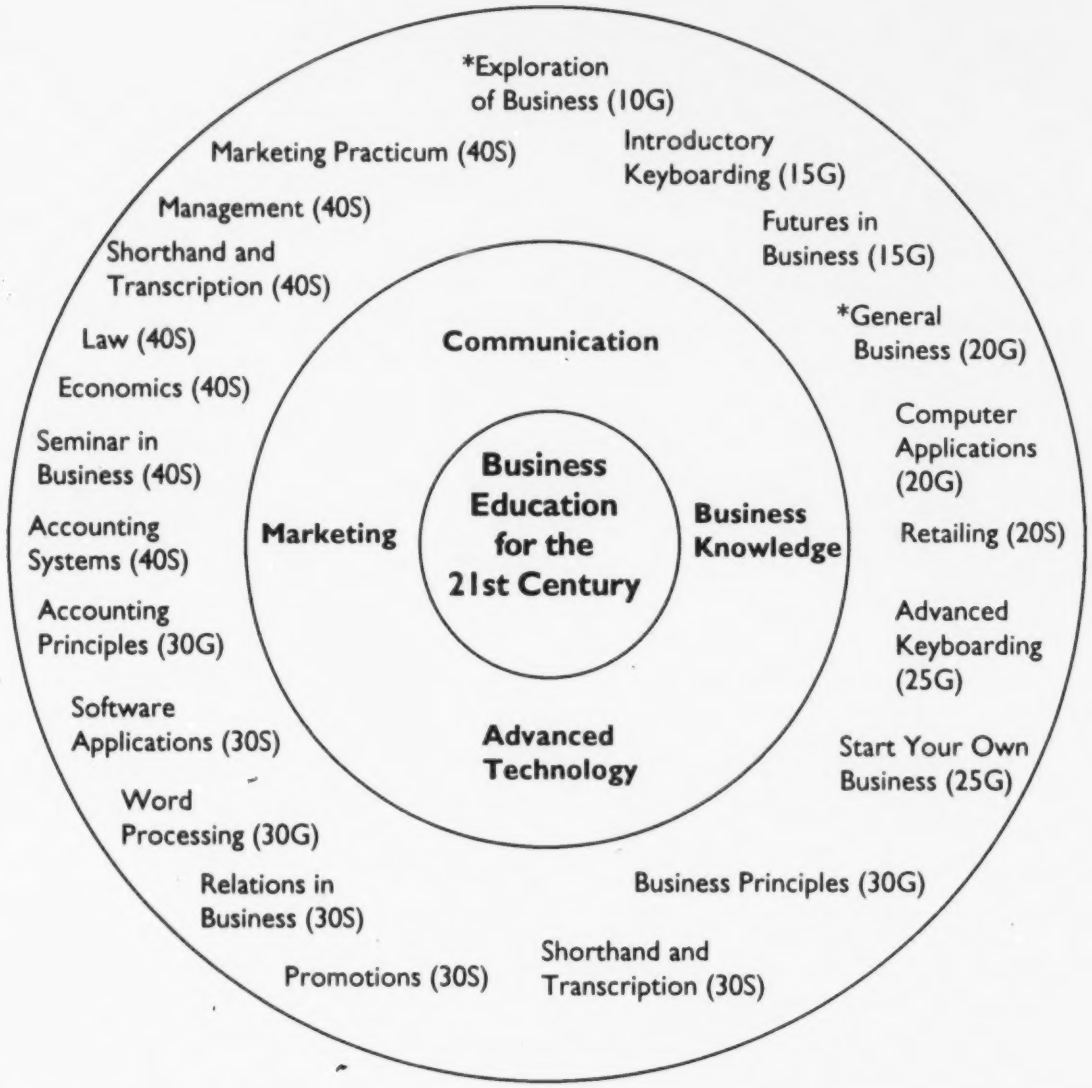
Lynn Harrison
Desktop Publishing

Michael Hartley
Publications Editor

Tom Prins
Project Manager

BUSINESS EDUCATION FOR THE 21ST CENTURY

The courses illustrated below have been developed by Manitoba Education and Training and can be used in a Business Education Program. Before granting approval to begin these courses, it is the responsibility of the school's professional staff to ensure that each student has attained the level of skill needed to handle the content successfully.



* These courses will be replaced in September 1995 by **Futures in Business** and **Start Your Own Business** respectively.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Work Force

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate
- Understand and speak the languages in which business is conducted
- Listen, understand, and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools, and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts, and social sciences

Learn
- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes, and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- Positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility
- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability
- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- Ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give-and-take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, postsecondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

Source: *Employability Skills Profile: What are Employers Looking For?* The Conference Board of Canada, Ottawa, ON: 1992.

RATIONALE

Futures in Business, which has been assigned a 15G course designation, is a half-credit course that has been prepared for the Senior 1 level. It is designed to contribute to the growth and development of students and to emphasize skills that are required to prepare young people to be contributing members of the whole community.

The purpose of this course is to provide students with the skills and knowledge that will enable them to

- be alert to future opportunities in business
- communicate effectively
- keep accurate records
- plan personal goals
- locate, retrieve, and process sources of information
- incorporate guidelines for personal success in working with others

This course provides an awareness of opportunities in business and develops an understanding of the importance of business concepts. **Futures in Business** serves as an introduction to Senior 2, 3 and 4 Business Education courses.

EVALUATION

Evaluation should be based on the results derived from a variety of assessment activities.

It is recommended that a combination of written and oral activities be used in assessing students' achievement of objectives. These experiences and opportunities include the following:

- individual assignments and projects
- group assignments and projects
- participation in group discussion
- self- and group-evaluation
- tests and quizzes

TIME ALLOTMENTS

Futures in Business is a half-credit course that has been developed by Manitoba Education and Training and it represents 55 hours of instruction.

The following guidelines for time allotments are recommended

UNITS	HOURS
1. Futures in Business	9
2. Business Communication	12
3. Record Keeping and Money Management	15
4. Planning for Future Learning	4
5. Managing and Retrieving Information	4
6. Personal Success Traits/Employability Skills	11
	55

GOALS AND OBJECTIVES

Goals

- To provide viable options for future planning in business.
- To promote effective business communication skills.
- To reinforce the importance of keeping accurate records through practical activities and projects.
- To emphasize the need to develop a flexible plan for secondary and postsecondary education related to personal goals.
- To promote effective management and retrieval of information through practical activities and projects.
- To provide personal guidelines for success in working with others.

Objectives

Apart from the course's overall goals, each unit has sub-topics with specific objectives.

UNIT 1: FUTURES IN BUSINESS

Futures in Business

Students should be able to

- recognize how **Futures in Business** relates to other senior years Business Education courses
- develop an awareness of business education programs in local schools
- discuss the importance of personal planning
- discuss the advantages of implementing the plan
- explain why people work
- identify opportunities related to entrepreneurship
- recognize the importance of business skills
- identify job opportunities
- compare working conditions, expected earnings, and advancement in a small business and in a large business
- interpret organizational charts

Business Opportunities

Students should be able to

- identify business opportunities
- list the resources that assist small business development
- discuss the importance of planning
- identify sources of start-up resources
- identify sources of start-up resources for Aboriginal small businesses
- describe how credit benefits small businesses
- identify and explain the types of taxation and fees that could affect small businesses

UNIT 2: BUSINESS COMMUNICATION

Oral Communication

Students should be able to

- explain the importance of using clear communication

- recognize the importance of using good telephone techniques
- demonstrate the correct use of telephone techniques
- give a visitor specific directions
- recognize the importance of communicating in an Aboriginal language when speaking to Aboriginal people in their communities

Listening Skills

Students should be able to

- demonstrate the importance of good listening skills
- recognize good listening techniques
- demonstrate the ability to listen to an oral message and to fill in forms for specific tasks
- recognize the importance of recording complete telephone messages
- list the steps required to distribute messages

Written Communication

Students should be able to

- list the basic principles of business writing
- compose a letter
- prepare an operations manual for a small business

UNIT 3: RECORD KEEPING AND MONEY MANAGEMENT

Manual Operations

Students should be able to

- discuss and define record keeping
- develop an awareness of the need for record keeping
- classify assets, liabilities, and owner's equity
- prepare a balance sheet
- recognize the importance of cash control
- demonstrate the ability to handle cash
- prepare an income statement
- discuss the components of a paycheque
- compute gross earnings and net pay
- verify a pay slip
- demonstrate the ability to estimate answers to calculations

Electronic Operations

Students should be able to

- demonstrate the correct technique for using desktop calculators or numeric keypads on a computer
- define spreadsheet and spreadsheet terms
- use a spreadsheet to calculate sales taxes
- use a spreadsheet to complete a balance sheet
- use a spreadsheet to complete an income statement
- explain how the power of electronic spreadsheets can benefit businesses

UNIT 4: PLANNING FOR FUTURE LEARNING

Planning

Students should be able to

- develop a personal education plan
- explain how the personal education plan is implemented
- recognize the educational requirements necessary to become a successful employee/entrepreneur
- recognize the influence of change on their personal outlook
- be aware of the need for flexibility when setting personal goals
- be aware of the need for continuing education related to new technology

UNIT 5: INFORMATION FINDING/RETRIEVAL

Managing Information

Students should be able to

- recognize the need for managing and retrieving information
- describe methods of handling mail and facsimiles
- recognize the importance of systematic receiving procedures
- demonstrate how to find information in a telephone directory
- demonstrate how to use the postal code directory

Retrieving Information

Students should be able to

- recognize the correct alphabetic filing rules
- demonstrate the use of alphabetic filing rules
- locate and retrieve information
- use computers to locate and to retrieve information
- discuss and demonstrate the need to index files on a computer disk
- locate and retrieve files on a computer disk

UNIT 6: PERSONAL SUCCESS TRAITS/EMPLOYABILITY SKILLS

Personal Ethics in Business

Students should be able to

- discuss and define the traits that are important to a member of the work force
- identify ethical and unethical behaviour
- recognize the need for confidentiality
- analyze a checklist of personal traits
- discuss the need for people to work together cooperatively in homes, in communities, and in business

Personal Inventory

Students should be able to

- prepare a one-page personal résumé
- compose a letter of application
- discuss the importance of networking
- prepare a personal capsule
- complete an application form
- recognize the skills needed for a successful interview
- discuss the importance of a personal portfolio

FUTURES IN BUSINESS

UNIT 1: FUTURES IN BUSINESS

GOAL: To provide students with viable options for future planning.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Futures in Business** Students should be able to	
1.1 Recognize how **Futures in Business** relates to other senior years Business Education courses	Use Flow Chart of Business Education courses (see Appendix A, p. 27).
1.2 Develop an awareness of business education programs in local schools	Review specific school and division course options.
1.3 Discuss the importance of personal planning	Develop a three-year educational plan.
1.4 Discuss the advantages of implementing the plan	Discuss the importance of implementing the three-year educational plan.
1.5 Explain why people work	Discuss the reasons why people work.
1.6 Identify opportunities related to entrepreneurship	Discuss opportunities for earning income in the local community (e.g., child care, flyer delivery, catalogue sales, snow clearing, and guiding services).
1.7 Recognize the importance of business skills	Discuss five skills that are important in a work environment.
1.8 Identify job opportunities	Discuss and list three or four job opportunities and two tasks for each.
1.9 Compare working conditions, expected earnings, and advancement in a small business and in a large business	Discuss Workers' Compensation, pensions and health benefits, and career paths.

UNIT 1: FUTURES IN BUSINESS (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
1.10 Interpret organizational charts	Provide transparencies of organizational charts for a small and a large business (see Appendix B, p. 28).
2.0 **Business Opportunities** Students should be able to	
2.1 Identify business opportunities	List three or four small business opportunities young people could use to earn income.
2.2 List the resources that assist small business development	Federal Business Development Bank, Revenue Canada, Employment and Immigration, Manitoba Small Business Development, chambers of commerce, and entrepreneurial networks.
2.3 Discuss the importance of planning	Discuss the necessity of short- (one month) and long- (one year) term planning.
2.4 Identify sources of start-up resources	Identify sources of cash, equipment, and knowledge (e.g., lending institutions, parents, and relatives).
2.5 Identify sources of start-up resources for Aboriginal small businesses	Identify sources (e.g., the Aboriginal Business Development Program, Industry, Science and Technology Canada, the Anishinabe Magaska Credit Corporation, and the Louis Riel Capital Corporation).

UNIT 1: FUTURES IN BUSINESS (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
2.6 Describe how credit benefits small businesses	Research potential sources of credit.
2.7 Identify and explain the types of taxation and fees that could affect small businesses	List and discuss taxes and fees (e.g., Provincial Sales Tax [PST], Goods and Services Tax [GST], income tax, payroll tax, and licenses).

UNIT 2: BUSINESS COMMUNICATION

GOAL: To introduce students to the need for effective business communication.

OBJECTIVES	METHODS AND RESOURCES
1.0 Oral Communication	
Students should be able to	
1.1 Explain the importance of using clear communication	Discuss the advantages of clear communication (see Appendix C, p. 29).
1.2 Recognize the importance of using good telephone techniques	View video (see *Communication: The Person-to-Person Skill*, Resource List, p. 47).
1.3 Demonstrate the correct use of telephone techniques	Simulate situations using role play and portable telephones; volunteer to relieve a receptionist.
1.4 Give a visitor specific directions	Use role playing and oral presentations to give directions to the school office, the closest bus stop, or a local shop.
1.5 Recognize the importance of communicating in an Aboriginal language when speaking to Aboriginal people in their communities	Discuss the needs to use the services of a translator when conducting business in Aboriginal communities.

UNIT 2: BUSINESS COMMUNICATION (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
2.0 **Listening Skills** Students should be able to	
2.1 Demonstrate the importance of good listening skills	Discuss the importance of good listening skills (see Appendix D, p. 30).
2.2 Recognize good listening techniques	View video (see *Communication: The Person-to-Person Skill*, Resource List, p. 47).
2.3 Demonstrate the ability to listen to an oral message and to fill in forms for specific tasks	Provide forms for telephone messages, order forms, sales slips, and activities to simulate tasks.
2.4 Recognize the importance of recording complete telephone messages	Stress the importance of date, time, and message.
2.5 List the steps required to distribute messages	Emphasize importance of distributing telephone messages and facsimiles to proper personnel.
3.0 **Written Communication** Students should be able to	
3.1 List the basic principles of business writing	Provide students with guidelines for effective business writing.
3.2 Compose a letter	Write a short letter of thanks, complaint, or request for information.
3.3 Prepare an operations manual for a small business	Provide an outline of what an operations manual should include. Ask students to prepare an operations manual for a small business (see Appendix E, p. 31).

UNIT 3: RECORD KEEPING AND MONEY MANAGEMENT

GOAL: To introduce students to the importance of keeping accurate records.

OBJECTIVES	METHODS AND RESOURCES
1.0 **Manual Operations** Students should be able to	
1.1 Discuss and define record keeping	Provide a list of terms and definitions (e.g., payroll, cash proof, income statement, and balance sheet).
1.2 Develop an awareness of the need for record keeping	List and discuss the importance of keeping accurate business records necessary to inform the owner of the status of the business (e.g., convenience store).
1.3 Classify assets, liabilities, and owner's equity	Provide a list of items to be classified.
1.4 Prepare a balance sheet	Provide forms and have students calculate total assets minus total liabilities to obtain the owner's equity.
1.5 Recognize the importance of cash control	Discuss the procedure for daily deposit of all cash received and for using multiple signatures on cheques. Prepare deposit slips and cheques for fund raising activities (e.g., canteen, graduation, and dances).

UNIT 3: RECORD KEEPING AND MONEY MANAGEMENT (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
1.6 Demonstrate the ability to handle cash	Make change, prepare cash proof, and prepare deposit slip.
1.7 Prepare an income statement	Provide form and have students calculate the net income/loss.
1.8 Discuss the components of a paycheque	Use transparencies of paycheques.
1.9 Compute gross earnings and net pay	Provide exercises requiring calculation of gross and net pay.
1.10 Verify a pay slip	Provide exercises using correct and incorrect net pay.
1.11 Demonstrate the ability to estimate answers to calculations	Provide estimating assignment for net pay, change, and sales tax.
2.0 **Electronic Operations** Students should be able to	
2.1 Demonstrate the correct technique for using desktop calculators or numeric keypads on a computer	Introduce home row keys, plus key and total key, using correct fingering. Demonstrate using transparency. If equipment is not available, students can practise the correct technique using the diagram provided (see Appendix F, p. 32).
2.2 Define spreadsheet and spreadsheet terms	Provide definitions for spreadsheets, rows, columns, formulas, and labels.

UNIT 3: RECORD KEEPING AND MONEY MANAGEMENT (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
2.3 Use a spreadsheet to • calculate sales taxes • complete a balance sheet • complete an income statement	Provide three templates with appropriate formulas to • calculate sales tax • prepare a balance sheet • prepare an income statement.
2.4 Explain how the power of electronic spreadsheets can benefit businesses	Discuss who uses spreadsheets and how they are used.

UNIT 4:	PLANNING FOR FUTURE LEARNING	
GOAL:	To have students develop a flexible plan for secondary and postsecondary education related to personal goals.	
	OBJECTIVES	**METHODS AND RESOURCES**
1.0	**Planning**	
	Students should be able to	
1.1	Develop a personal education plan	Hold a class discussion to help students realize the need for planning, upgrading, and retraining.
1.2	Explain how the personal education plan is implemented	Review three-year educational plan (see Appendix G, pp. 33-34).
1.3	Recognize the educational requirements necessary to become a successful employee/ entrepreneur	Provide information on requirements for postsecondary education, volunteer, and extracurricular activities.
1.4	Recognize the influence of change on their personal outlook	Discuss change, family move, family status, and business relocation.
1.5	Be aware of the need for flexibility when setting personal goals	Invite persons involved in continuing education to speak to the class.
1.6	Be aware of the need for continuing education related to new technology	Set up interviews with persons who have upgraded their education.

UNIT 5: MANAGING AND RETRIEVING INFORMATION

GOAL: To provide students with methods to manage and retrieve information.

OBJECTIVES	METHODS AND RESOURCES
1.0 Managing Information	
Students should be able to	
1.1 Recognize the need for managing and retrieving information	Discuss the reasons for managing and retrieving information.
1.2 Describe methods of handling mail and facsimiles	Discuss basic procedures for handling mail and facsimiles.
1.3 Recognize the importance of systematic receiving procedures	List and discuss potential hazards of mislaid packages, messages, letters, and facsimiles.
1.4 Demonstrate how to find information in a telephone directory	Provide directories and include activities to use all sections of the telephone directory.
1.5 Demonstrate how to use the postal code directory	Provide directories and find codes for five addresses, including new address and post office box numbers.
2.0 Retrieving Information	
Students should be able to	
2.1 Recognize the correct alphabetic filing rules	Discuss alphabetic filing rules.

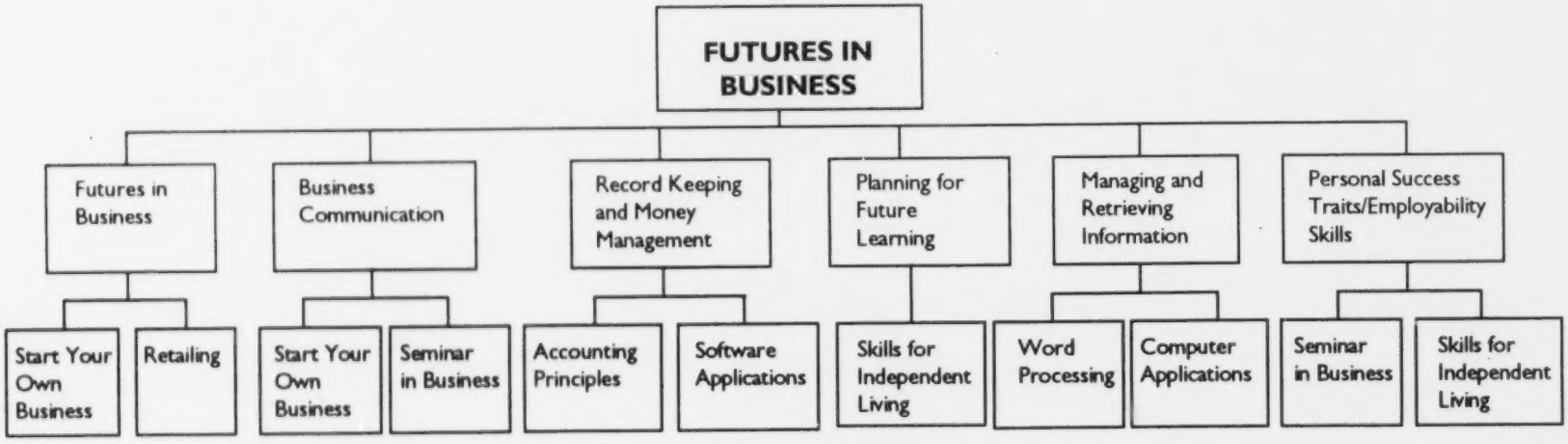
UNIT 5: MANAGING AND RETRIEVING INFORMATION (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
2.2 Demonstrate the use of alphabetic filing rules	Provide students with a class list of at least ten names for filing. Provide students with personal file folders to be filed in alphabetic order in a filing cabinet at the end of each class. Retrieve the folders at the beginning of the next class.
2.3 Locate and retrieve information	Provide the name of a book for each student to search for and retrieve from the school library. Provide a word list for students to locate definitions, pronunciation, and parts of speech for at least five words using a dictionary.
2.4 Use computers to locate and to retrieve information	Provide a sentence or paragraph (on a disk) for students to locate alternate words using a thesaurus.
2.5 Discuss and demonstrate the need to index files on a computer disk	Provide students with a log sheet (see Appendix H, p. 35). Use transparency to demonstrate completion.
2.6 Locate and retrieve files on a computer disk	Provide data disks for students to locate specific files.

UNIT 6:	PERSONAL SUCCESS TRAITS/EMPLOYABILITY SKILLS	
GOAL:	To provide students with personal guidelines for success in working with others.	
	OBJECTIVES	**METHODS AND RESOURCES**
1.0	**Personal Ethics in Business**	
	Students should be able to	
1.1	Discuss and define the traits that are important to a member of the work force	Hold class discussion and provide definitions.
1.2	Identify ethical and unethical behaviour	Provide students with examples and situations in their school or neighbourhood that help them relate the meaning of ethical and unethical behaviour (e.g., punctuality, attendance, teamwork, productivity, human interaction, and honesty).
1.3	Recognize the need for confidentiality	Provide students with examples of confidentiality in business (e.g., classified information).
1.4	Analyze a checklist of personal traits	Refer to Employability Skills Profile, p. 1 (see also Appendix I for the Checklist of Personal Job Traits, pp. 36-37).
1.5	Discuss the need for people to work together cooperatively in homes, in communities, and in business	Use case studies and role playing to emphasize the importance of teamwork.

UNIT 6: PERSONAL SUCCESS TRAITS/EMPLOYABILITY SKILLS (CONT.)	
OBJECTIVES	**METHODS AND RESOURCES**
2.0 **Personal Inventory** Students should be able to	
2.1 Prepare a one-page personal résumé	Provide a sample résumé (see Appendix J, p. 38). Students will compose their own résumé using word processing programs or typewriters.
2.2 Compose a letter of application	Provide a sample letter of application. Students will compose their own letters.
2.3 Discuss the importance of networking	Define networking and discuss networks available to students.
2.4 Prepare a personal capsule	Prepare a 10 x 13.5 mm card with career goals (see Appendix K, p. 39).
2.5 Complete an application form	Provide students with blank application forms for completion.
2.6 Recognize the skills needed for a successful interview	Provide resources and use role playing activities.
2.7 Discuss the importance of a personal portfolio	List information that should be placed in a personal portfolio (e.g., résumé, report cards, certificates of achievement, and references, employment, and volunteer work).

APPENDICES

APPENDIX A



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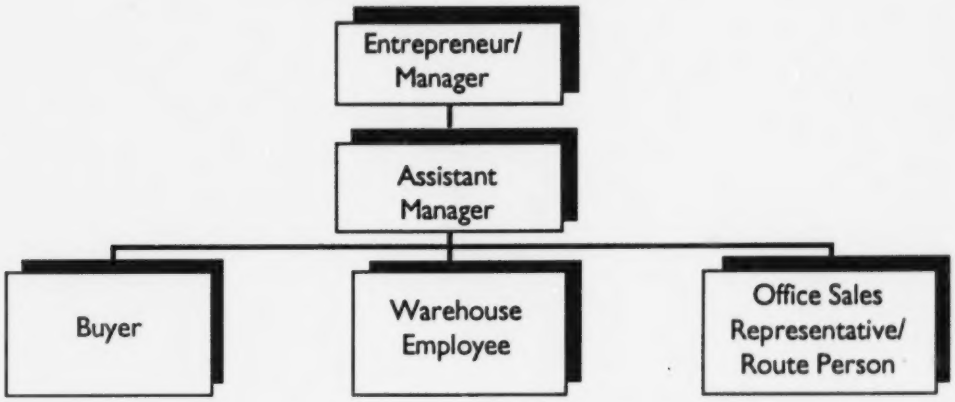
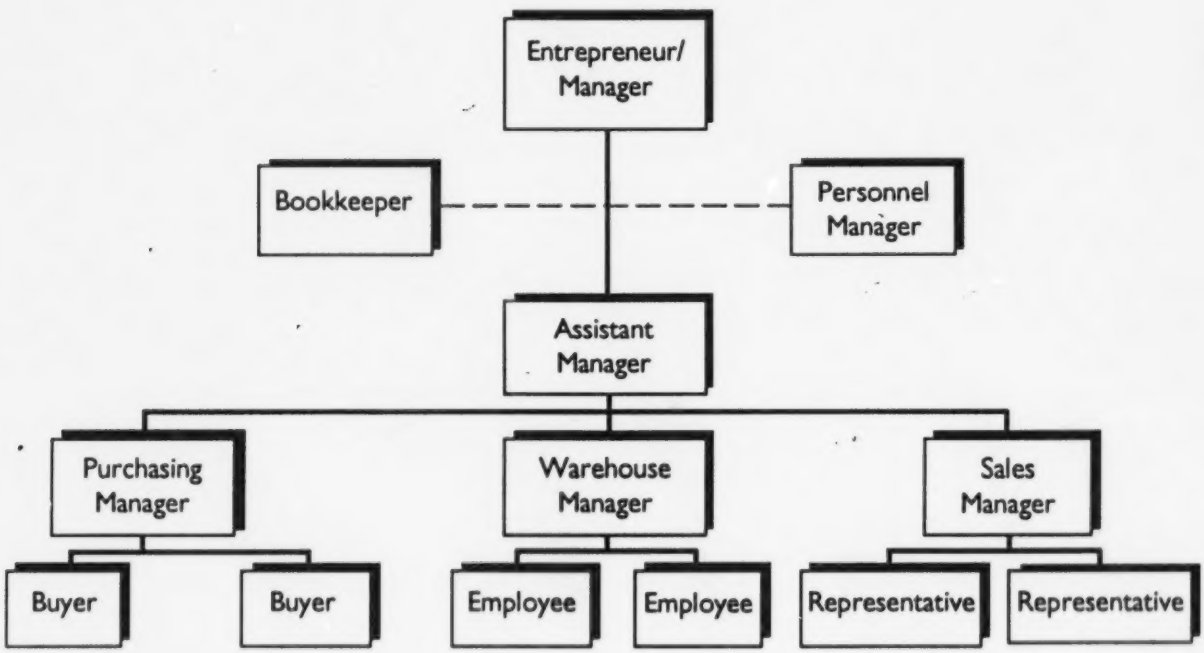
Organizational Charts



This organizational chart depicts the structure of a small wholesale business. The horizontal placement of each position shows its level of authority – top manager, middle manager, or employee.



Here is the same wholesale business as show above after some growth has taken place.

Adapted with permission from *Entrepreneurship and Small Business Management*, Earl Meyer and Kathleen R. Allen, Glencoe/McGraw-Hill, Mission Hills, CA: 1994, 213-214.

ADVANTAGES OF CLEAR COMMUNICATION

Communication in business is vital to any human interaction. Through effective communication, people are able to clarify their ideas and create a better understanding of others.

How people communicate is, however, changing rapidly. Recent developments in the electronic communication field are changing the ways people communicate (e.g., electronic mail allows messages to be transmitted by using a computer terminal, and word processors enable students to save time by revising directly into the computer).

Clear communication should enable students to

- inform others of their ideas and concepts
- encourage two-way dialogue
- find useful, innovative ways to improve relations with others
- enhance an individual's ability to present information concisely and accurately
- locate, retrieve, and process sources of information more efficiently
- improve interpersonal skills while working with others
- interact more effectively with people in different cultures
- develop strategies to communicate more effectively
- participate more fully in group assignments and discussions
- increase their credibility, motivate their audience, and structure their ideas more persuasively
- create a better climate of understanding in the classroom, in the school, and in the community at large.

DEVELOPING GOOD LISTENING SKILLS

Listening to others involves much more than simply hearing. An active listener does everything possible to ensure that communication between him or her and others is effective. The following checklist is designed to help students to become good listeners.

- Do you give the speaker your complete attention?
- Do you adjust for distractions when you listen?
- Are you an active listener?
- Do you make an effort to remember what you hear?
- Do you let the speaker finish a point before you evaluate it?
- Do you listen even when you are not particularly interested in the topic?
- Are you a critical listener?
- Do you use feedback to interpret what you hear?
- Do you listen for main ideas?

Whispering Game

To help students sharpen their listening skills, ask them to play the **Whispering Game**. First of all, have students form a circle. Invite a student to choose a sentence or phrase without revealing it. Then ask him or her to whisper these words to the next student. This sentence or phrase is then whispered to the next student until the message completes the circle. The last student shares the message with the rest of the class. This sentence or phrase is then compared with the original. The **Whispering Game** is a practical activity to remind students of the importance of listening.

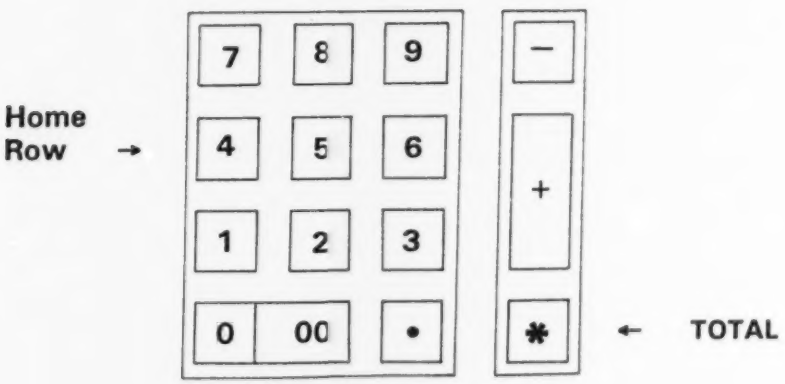
OPERATIONS MANUAL

The Operations Manual is a guide to the duties and responsibilities of the entrepreneur (e.g., a paper carrier). The Operations Manual should include step-by-step instructions for a replacement person, in the event of illness, accident, or vacation. The manual also serves as a checklist for an entrepreneur to keep track of all parts of the business or job. It should be updated on an ongoing basis.

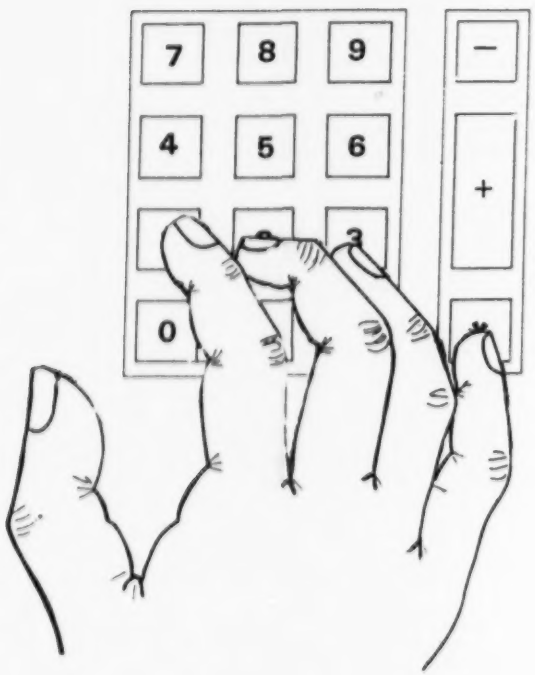
Sections of the Operations Manual for a paper carrier should include:

- name of job
- hours of work
- responsibilities
- method of payment and rate of pay
- name and telephone number of supervisor
- client records

CALCULATOR KEYPAD



The home row keys are 4, 5, and 6.



On most calculators, strike the Total key twice to clear it.

THREE-YEAR EDUCATIONAL PLAN

NAME _____

These four steps are designed to assist students choose their courses:

1. Select career or postsecondary choices and enter them below.
2. Select the Senior 4 courses that are the entrance requirements for your chosen career. Enter these courses in the Senior 4 section.
3. Select the prerequisites for Senior 4 that you will need for Senior 2 and Senior 3. Enter these courses under Senior 2 and Senior 3.
4. Make sure you meet these requirements.

CAREER CHOICES

1. _____ 2. _____ 3. _____

POSTSECONDARY CHOICES

1. _____ 2. _____ 3. _____

SENIOR 2

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____ _____

SENIOR 3

_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	_____

SENIOR 4

_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	_____

TOTAL CREDITS IN PLAN _____

Check to make sure that **all required courses** are included in your plan.
You *must* earn a minimum of 28 credits in Senior 1, 2, 3, and 4.

WORD PROCESSING LOG

DOCUMENT

L — Letter
M — Memo
R — Report

Date	Document Name/Code	Document	Disk	Save As
		L M R		
		L M R		
		L M R		
		L M R		
		L M R		
		L M R		
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		L M R		
		L M R		
		L M R		
		L M R		

CHECKLIST OF PERSONAL JOB TRAITS

	Always	Sometimes	Never
Is your personal appearance neat?	___	___	___
Are you aware of appropriate dress?	___	___	___
Are you neat and orderly in your work?	___	___	___
Do you get to work on time?	___	___	___
Do you feel responsible for jobs assigned to you?	___	___	___
Do you try to perform jobs assigned to you to the best of your ability?	___	___	___
Do you follow directions willingly?	___	___	___
Can you work without constant supervision?	___	___	___
Are you friendly toward other staff members and your employer?	___	___	___
Do you complete the jobs you start?	___	___	___
Are you willing to learn new skills?	___	___	___
Can you continue to work without becoming bored or discontented?	___	___	___
Can you handle pressure?	___	___	___
Are you usually calm and relaxed?	___	___	___
Do you respect fellow workers and their jobs?	___	___	___
Can you cooperate with fellow workers?	___	___	___
If you don't understand instructions, are you willing to ask for more details?	___	___	___
Do you respect your supervisor and the job she or he has to do?	___	___	___
Can you accept criticism?	___	___	___
Can you accept praise?	___	___	___

Evaluation: Add up the checks you put in each box. List them below.

Always _____ **Sometimes** _____ **Never** _____

If you scored:

- Zero in **never**, you probably meet employer expectations in most jobs.
- Four in **never** and several in **sometimes**, you need to look at those weak points. They could cause you trouble in getting and keeping a job.
- Five in **never** and several in **sometimes**, you may not get a job, or, if you do get a job, you may not be able to keep it.

Adapted with permission from *Junior High School Career Guidance, Year Nine*, Program Development and Implementation Branch, New Brunswick Department of Education, Fredericton, NB: 1988, 79-80.

RÉSUMÉ

Student's Name
100 Occupation Way
Any Town, Manitoba R0S 1J0
Phone: (204) 555-1234

Education:

Johnston High School
Any Town, Manitoba R0S 1J0
June 1994
(Eight credits)

Experience:

August 1993 to present

Flowers by Ann, Any Town, Manitoba — Retail Sales

- Arranged floral designs as directed
- Sold merchandise to customers in person and through a computer system
- Maintained inventory levels
- Performed bookkeeping functions

September 1992 to June 1993

Johnston High School — Student Council

- Attended regular meetings as a student council member
- Organized dances and social functions
- Assisted in raising funds

Special Skills:

- Current Red Cross Life Saving Certificate
- Word Processing, 25 wpm
- Completed a baby sitting course

References: Available upon request

INFORMATION CARD

Name: _____ Phone: (204) _____

Job Wanted: _____

_____

Career Capsule: _____

_____

_____

Career Goals: _____

_____

Personal Characteristics: _____

_____

INFORMATION CARD

Name: Jamie Smith Phone: (204) 555-7880

Job Wanted: Baby Sitter

Career Capsule: Baby Sitting Course and Red Cross Swimming Certificate (Senior 1)

Career Goals: Child Care Worker

Personal Characteristics: Punctual, outgoing, organized, and friendly

Source: Adapted with permission from *You're Hired: Job Search Strategy for the 90s*, George Kent, Copp Clark Longman Ltd., Mississauga, ON: 1994, 49.

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BIBLIOGRAPHY

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Kent, George. *You're Hired: Job Search Strategy for the 90s*. Mississauga, ON: Copp Clark Longman Limited, 1994.

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---. *Student Activity Workbook for Entrepreneurship and Small Business Management*. New York, NY: Glencoe, Macmillan/McGraw-Hill, 1994.

Murphy, Terry G. *World of Business*. 3rd Ed. Toronto, ON: Nelson Canada, 1994.

Murphy, Terry G., et al. *Student Workbook for Getting Started in the World of Business*. 3rd Ed. Toronto, ON: Nelson Canada, 1994.

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New Brunswick Department of Education. *Junior High School Career Guidance, Year Nine*. Fredericton, NB: New Brunswick Department of Education, 1988.

Pasewark, William A. *Electronic Printing Calculator Course*. Canadian Edition. Toronto, ON: Gage Publishing Limited, 1980.

RESOURCE LIST

RESOURCE LIST

VIDEOS

Communication: The Person-to-Person Skill, 1990. VHS-9667, Film/Video Booking.
Effective Résumés and Job Applications, 1992. VHS-9852, Film/Video Booking.
Go For It! 1992. VHS-9669, Film/Video Booking.

Manitoba Education and Training
Instructional Resources
Box 3, Main Floor
1181 Portage Avenue
Winnipeg MB R3G 0T3
Telephone: 204-945-7849, Toll-free: 800-592-7330
Fax: 204-945-8756

The Innovators, 1994

CKY-TV Program Sales
Polo Park
Winnipeg MB R3G 0L7
Telephone: 204-788-3317 Fax: 204-780-3297

Information Processing, 1993.

TVOntario Marketing
P. O. Box 200, Station Q
Toronto ON M4T 2T1
Telephone: 416-484-2600, Fax: 416-484-2896

MANUAL

Practical Business Planning, 1991

Total Software Inc.
1453 Henderson Highway
Winnipeg MB R2G 4E9
Telephone: 204-654-3896, Fax: 204-654-4145